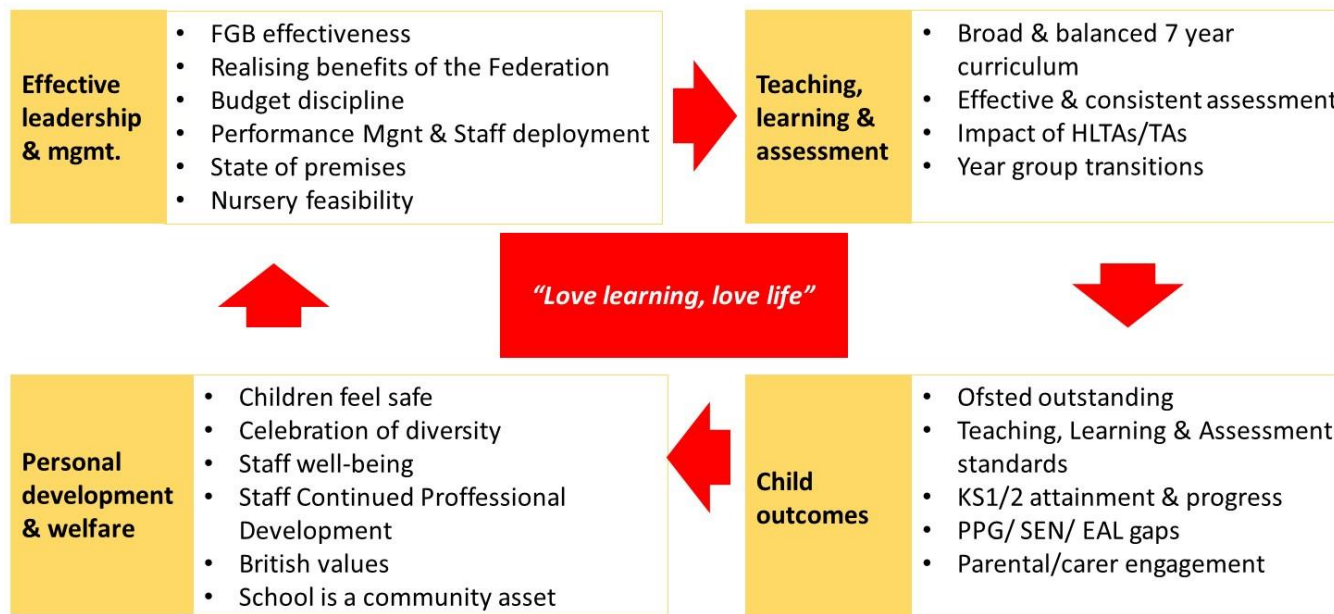


Strategic Context

The Strategic Improvement Plan provides an overview as to how the school intends to deliver against the 2017-18 strategic priorities set by the FGB, all of which are listed in the left-hand column of the tables that follow.

The FGB set the 2017-18 strategic priorities with a view to fulfilling the following strategic objective measures for the Federation in the next 3 years:

Strategic objective measures (3 year plan)



HHJS – School Improvement Plan 2017-18

1) Leadership & Management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
1.1 Ensure appropriate support and challenge through Governing Body input.	<ul style="list-style-type: none"> Complete a 360 degree review of the chair. Completion of governor skills audits. 	Chair of FGB	Completed- with a positive response- actions will feed into our forward planning. Completed- informing committee membership and CPD needs.			
	<ul style="list-style-type: none"> FGB attendance at school finance training. 	Clerk of FGB	Governor CPD log to show at least 50% have attended an AFC finance course- ongoing and informed by committee membership 2018/19.			
	<ul style="list-style-type: none"> Annual governor visit plan in place to inform FGB awareness of HHJS judgements and progress towards each Ofsted category. SLT Performance Mgt. procedures in place- informing progress towards key priorities. Staff absence monitored- with identified support in place. 	Clerk/ Sub comm. Chairs	Visit plan- to be completed. Progress towards SLT Performance Mgt. targets is ongoing and will be formally reviewed (with our SIP) in the autumn. Absence/ attendance protocols are due to be reiterated to staff for the new academic year.			
1.2 Review the benefits of the Federation.	<ul style="list-style-type: none"> Review FGB achievements against the list of expected Federation benefits (outlined in 2014- prior to the formation of the Federation) and use this process to inform SIP priorities. 	Chair of FGB HT	Progress towards SIP strategic priorities is on track- with ongoing actions feeding into our SIP priorities for 2018/19.			
1.3 Hit 17/18 budget and balance 18/19 budget by taking timely actions on staff/other costs, income generation and school census.	<ul style="list-style-type: none"> Review any variance in actual financial performance against the budget assumptions; and escalate any material variance to the FGB with recommendations for remedial action. 	Finance Comm.	The actual gap between expenses and revenues to be no larger than budgeted for in 2017/18- achieved.			
	<ul style="list-style-type: none"> Identify cost savings and revenue opportunities to enable costs to equal revenues in 2018/19. Identify a programme of priority site maintenance issues (library, decoration, external furniture, boiler room). 	Finance Comm. Premises Comm.	2018/19 budget submitted without a deficit- following significant governor input and communication with AFC. Site surveys and tours that identify and resolve issues are ongoing- with progress made.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
	<ul style="list-style-type: none"> All parents to be encouraged to return admissions info with increased detail (following LA input)- to inform PPG funding decisions. 	Head / PPG lead	Transition and admissions communications have been reviewed and are in place to support us in seeking additional PPG funding- proposed numbers for Sept 2018: 43.			
1.4 Further develop the role of middle leaders to impact on school priorities.	<ul style="list-style-type: none"> Identify middle leader priority actions. Implement accordingly- informed by LA and SPARK input e.g. joint observations/ moderations Ensure the structure of leadership meetings and CPD is supportive to positive outcomes. 	Head / DHT C Capon CA Comm.	Priority actions were identified and progressed towards. Network and locality links were developed. Positive response was gained from R. Hafeez (HHJS SIP) and school review- supported by leadership meeting minutes and review documents.			
1.5 Cost/benefit analysis of MAT membership and draft transition plan (if appropriate).	<ul style="list-style-type: none"> Initiate discussions with local MATs to identify (i) the local MAT with the most aligned values; (ii) the pros and cons of MAT membership; and (iii) the sponsorship and transition process and resourcing required. 	Strategy Comm.	Report submitted to the FGB outlining: <ul style="list-style-type: none"> (i) The criteria for joining a MAT (ii) Cost /benefit analysis of joining a MAT (iii) Process and resource requirements (iv) Recommended next steps No current updates.			

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2) Teaching, Learning & Assessment

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
2.1 Ensure assessment procedures are timely, reliable, accurate and informing to next steps.	<ul style="list-style-type: none"> • Ensure school self-review procedures are communicated, fully in place and operational (e.g. moderated triangulation- Book Look, observations and pupil feedback). • Develop the use of data by year group leaders to impact positively on pupil progress and closing of gaps within teams. • Ensure these processes inform early, effective and communicated intervention/ provision that is supportive to pupil and parent awareness of any progress issues. • Ensure foundation curriculum assessments are in place and inform planning and annual pupil reports. 	Head / DHT C&A Comm.	<p>School self-review/ assessment procedures are timely, reliable and accurate- informing areas of high quality practice and next steps, to support children to achieve ARE and make at least expected progress.</p> <p>Curriculum leaders and year groups are collating evidence and tracking pupil progress against foundation curriculum expectations- this will inform annual pupil reports and curriculum planning.</p>			
2.2 Build on existing links with CIS to ensure a progressive, broad & balanced 7-year curriculum.	<ul style="list-style-type: none"> • Provide CPD for curriculum leaders from each school to meet and review the status of their subject in each school. • Colleagues from both schools to work together to produce a summary of the knowledge and skills taught across the 7 years. 	Head / DHT C&A Comm.	Curriculum leaders have all progressed against action plan targets- supported by additional input and Federation CPD. Governors are linked to curriculum subject areas and have met curriculum leaders- enhancing awareness and accountability.			
2.3 Build on current good practice to maximise the impact that TAs/ LSAs have on individual pupil progress.	<ul style="list-style-type: none"> • Strategic support in place that enables us to improve outcomes for children with additional identified needs (with SPARK input as required). 	SENCO SEN Gov. C&A Comm.	LSAs/ TAs have benefitted from CPD and Performance Management input. Spring term SEN progress data for cohorts and individuals is supportive to this outcome (see 3.4).			

HHJS – School Improvement Plan 2017-18

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
2.4 Implement and evaluate a new approach to homework.	<ul style="list-style-type: none"> Finalise our procedures and implement. Communicate to our parents (through website and new home school diaries). Implement and monitor for impact and manageability. 	HT/DHT YGLs C&A Comm.	Following wide consultation, a new approach is in place and being embedded- ongoing monitoring of impact and feedback is in place.			
2.5 Review and amend the curriculum as necessary to ensure that children are motivated, stimulated and excited by their learning	<ul style="list-style-type: none"> Year groups/curriculum leaders identify new resources which are needed. Capitation bids submitted and approved. Resources purchased and distributed to year groups. Enhance our curriculum through a range of strategies e.g. : Growth Mind-set resources/ access to outdoor learning opportunities/ responding to barriers to learning (Attendance/ punctuality)/ refining our Good to be Green system for identified pupils. 	HT/ DHT Leadershi p team CA Comm.	<p>Positive curriculum reviews have highlighted progress towards this outcome- areas for input (such as resourcing or delivery) have been identified and are being responded to.</p> <p>Pupil Progress and feedback data indicates positive progress towards this.</p> <p>Our Learning Behaviour approach has been enhanced- with the introduction of Great to be Gold.</p>			
2.6 Ensure effective use of our new library.	<ul style="list-style-type: none"> Continue fund raising towards resources (PTA/ local community) Celebrate the opening of our library Organise beneficial access for pupils (e.g. break/lunchtime/after school) 	SLT Premises/ Finance comm.	Governors and the HHJS community were very supportive to this aim- which has led to an excellent resource begin fully in place, well received and officially opened (June 2018)			

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3) Pupil outcomes

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
3.1 Continue to maintain high end of KS2 attainment by achieving 79%+ ‘expected’ standard in maths, reading and writing combined (4% in advance of FFT 20 target for 2017/18).	<ul style="list-style-type: none"> • Provide clear leadership, routines, support and resourcing, to ensure high quality and consistent teaching and learning in order to deliver this action. • Ensure marking/feedback procedures inform and engage children to know how to make next steps progress. 	HT DHT C&A Committee	<p>Focused and fine-tuned assessments (e.g. Y6 writing steps) have informed planning and provision- including additional interventions (Y6 Booster groups and additional teacher led focus groups) to support our progress towards this target (See SIP report).</p> <p>The Marking Policy is being reviewed- with a focus on impact and workability.</p> <p>SATs results are due in July- we will respond accordingly.</p>			
3.2 Work towards ensuring progress for all pupils is at least good (3 point per year- 12 points across the key stage) from their starting points.	<ul style="list-style-type: none"> • As above 	HT DHT C&A Committee	<p>All year groups are currently on track or broadly on track to achieve this outcome (see SEF for details of year group progress data). (one more data point to follow (July))</p>			
3.3 Raise the achievement in maths for children with lower prior attainment (22% 2016-17) and disadvantaged pupils (PPG 50% 2016-17).	<ul style="list-style-type: none"> • Teach children in mixed ability settings in Y3-5 and review for impact. • Introduce the White Rose maths scheme. • Carry out start of year baseline assessments to inform forward planning and delivery. • Review how a new homework policy is supportive to pupil progress. • Promote the role of volunteer helpers. 		<p>Mixed ability teaching is in place for Y3-5- a parental information evening was provided. Setting and booster support is in place for Y6. Additional maths interventions are in place for targeted groups. White Rose planning has been introduced and impacting positively.</p> <p>A new homework approach is in place- children are celebrated for their progress with Mathletics and Rainbow maths.</p>			

HHJS – School Improvement Plan 2017-18

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su																																								
			<p>Entry/ exit assessments are being used for interventions.</p> <p>Volunteer helpers/ Hampton Boys are enhancing additional provisions (where budgetary constraints are impacting).</p> <p>Staff are involved in maths mastery projects- informing our practice and resourcing.</p> <p>Progress made- still an ongoing consideration and potential SIP 2018/19 target.</p> <p>(See 3.4 for SEN and PPG progress data)</p> <p>(One more data point to follow-July)</p>																																											
3.4 Narrow gaps for PPG/ SEN/ SEMH/EAL pupils against National averages- with an increased percentage of children making at least good progress (3 points per year).	<ul style="list-style-type: none"> Review pupil data and our PPG strategy 2016/17 in order to inform our 2018/19 strategy. Implement a PPG strategy that has clarity, is deliverable and focuses on improved outcomes for vulnerable pupils from their starting points. Review our identification processes for pupils with additional needs. Monitor all SEN/EAL/SEMH support provided to children who are falling behind to ensure impact and respond proactively if this is not the case to improve progress outcomes. 	PPG lead SENCo HT DHT C&A Committee SEN gov.	<p>Our PPG Strategy in on our website.</p> <p>Our SEN Action Plan is in place.</p> <p>PPG Progress Data May/ June 2018 (with an aim for 3 points+ progress across the school year):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Maths</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">2.7</td> </tr> <tr> <td>Y4</td> <td style="text-align: center;">3.1</td> <td style="text-align: center;">2.6</td> <td style="text-align: center;">3.2</td> </tr> <tr> <td>Y5</td> <td style="text-align: center;">2.4</td> <td style="text-align: center;">2.1</td> <td style="text-align: center;">2.2</td> </tr> <tr> <td>Y6*</td> <td style="text-align: center;">2.7</td> <td style="text-align: center;">3.1</td> <td style="text-align: center;">2.3</td> </tr> </tbody> </table> <p>SEN Progress Data May/ June 2018 (with an aim for 3 points+ progress across the school year)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Maths</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td style="text-align: center;">2.3</td> <td style="text-align: center;">2.4</td> <td style="text-align: center;">2.3</td> </tr> <tr> <td>Y4</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.2</td> <td style="text-align: center;">3.2</td> </tr> <tr> <td>Y5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.6</td> <td style="text-align: center;">2.7</td> </tr> <tr> <td>Y6*</td> <td style="text-align: center;">3.6</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">1.8</td> </tr> </tbody> </table>		Reading	Writing	Maths	Y3	2.8	2.8	2.7	Y4	3.1	2.6	3.2	Y5	2.4	2.1	2.2	Y6*	2.7	3.1	2.3		Reading	Writing	Maths	Y3	2.3	2.4	2.3	Y4	2.5	2.2	3.2	Y5	2.5	2.6	2.7	Y6*	3.6	2.8	1.8			
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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
			We have had two recent EAL arrivals into Y6 who have needed individual support. (*Y6 data: April 2018) One more data point to follow- July).			

4) Personal development, behaviour & welfare

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
4.1 Consolidate and enhance practice that is supportive to staff wellbeing.	<ul style="list-style-type: none"> Implement new policy and practice that is informed by DFE guidance and includes a range of new initiatives and practice, such as: A review of and response to work load issues 'Secret friends' Promotion of 'Heroes of the Week' Shared lunches Acknowledgements of length of service Clearer induction for new staff/ teams 	HT P&P Committee	Progress has been made. Monitoring will continue- next steps for 2018/19 will be informed by our recent staff survey (which included lots of positive feedback).			
4.2 Clearly articulate the school's promotion of British values.	<ul style="list-style-type: none"> Communicate (through our website etc.) our commitment to British Values- as demonstrated through assembly themes, curriculum opportunities, visitors and trips. Enhance and embed the programme we already have in place. Continue to develop and promote pupil voice and leadership opportunities. 	HT/ DHT CFC Committee	Assemblies, visitors, visits and pupil leadership opportunities are in place to best support pupil understanding of British values. British Values Week was well delivered and received. Pupil voice and leadership continues to be a strength at HHJS- involving lots of coordination and input.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
4.3 Widen aspects of our community engagement.	<ul style="list-style-type: none"> • Liaise with the local community to develop supportive links (e.g. Love Hampton Hill traders Association). • Promote and support a new Chair of our School Association. • Promote parental workshop sessions (volunteer helpers/PPG/ Curriculum) that inform and engage. • Ensure regular updates to our website and respond to feedback and usage. • Consider the benefits of other social communication (e.g. Facebook). 	HT CFC Committee	<p>There has been a positive response to our community engagement (HHA, St James's). Our annual programme of well received school association events is ongoing- the issue of appointing a new chair remains.</p> <p>Parental/ volunteer workshops have been delivered and well responded to- with an increase in the numbers of volunteers we have on site (led by Tracey- SENCo). Our communication has been enhanced by Facebook and our Parent Hub.</p>			
4.4 Introduce a quality after school facility (The Hub).	<ul style="list-style-type: none"> • Communicate and promote our new provision. • Provide required staff training and input (NVQ/ Apprentices) and regular team meetings. • Support the planning, delivery and monitoring of a quality programme of activities and resources. 	SLT P and P Comm.	Our provision is fully operational and feedback has been positive. The team is working well- with ongoing support in place. Numbers have increased.			
4.5 Further enhance pupil use of the playground.	<ul style="list-style-type: none"> • Support the SMSA team to implement and monitor a range of new resources. • Develop The Sports Leader and Music Leader playground roles to support peers. 	SLT PE lead Music Lead	<p>New resources are in place- with further input to follow.</p> <p>Sports Leaders and Music Leaders are engaging with pupils across the school- leading a range of activities that have been well received.</p>			
4.6 Develop aspects of our school vision and values to support improved outcomes.	<ul style="list-style-type: none"> • Ensure our new cohort of pupils has an awareness and understanding of HHJS vision and values. • Work towards and achieve potential accreditations- such as Healthy School's Silver Award. 	HT DHT Leadership team CFC Comm. SEN Gov	<p>Our new Y3 cohort has settled into HHJS routines and expectations.</p> <p>This is an ongoing consideration to feed into 2018/19.</p>			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	A	Sp	Su
	<ul style="list-style-type: none"> Respond to an AFC request to increase the intake into our SEMH provision through a thorough review process and communicate accordingly. 		Following significant staff and FGB input with the LA, our SRP has expanded for the planned September 2018 start.			